

Learner-Centered Instruction
By: Paul Kim

Model	Attributes
Inquiry	<ul style="list-style-type: none"> • A learner-centered, active learning approach focusing on questioning, critical thinking, and problem solving • Follows the principle that involving learners will help them better understand the lessons
Resource-based learning	<ul style="list-style-type: none"> • Learners actively engage in multiple resources (print and non-print) • Learners responsible for selecting resources (e.g. Internet, books, human) that appeal to their personal learning preferences, interests and abilities • Learners become active learners as they use a wide range of materials to investigate subject material prescribed within their classroom curriculum
Cognitive Apprenticeship	<ul style="list-style-type: none"> • Learners work in teams on projects or problems with close scaffolding of the teacher • Guided participation helps the learner achieve tasks that independently would be too hard or complicated. • The task or goal is to form a process of thinking—or something that is intangible into something tangible • Teachers usually model or scaffold the skills or tasks in the beginning. Once learners begin to understand, the modeling and scaffolding is reduced. This allows learners to accomplish the task on their own and only ask for help when needed
Problem-based learning	<ul style="list-style-type: none"> • Focuses on the process of problem solving, critical thinking in situated contexts, and acquiring knowledge. It is inquiry-based when learners are active in creating the problem • Emphasis is placed on using communication, cooperation, and resources to formulate ideas and develop reasoning skills • Knowledge is constructed within each individual or community based on the learner's or community's prior knowledge, values, beliefs, and perspectives. • Learning occurs through social interactions whereby an outside source can help individuals extend their learning • Activities are organized around achieving a shared goal (project)
Project-Based Learning	<ul style="list-style-type: none"> • Focuses on developing a product or creation • Engages learners by starting with concrete and solving hands-on, real-world problems • Learners are usually provided with specifications for a desired end product (e.g a specific project, such as building a rocket or designing a web site) • The learning process is more oriented to following correct procedures. • Teachers are more likely provide expert guidance, feedback and suggestions (e.g. modeling, scaffolding) to help learners achieve the final product. This is provided according to learner needs and within the context of the project • Activities are organized around achieving a shared goal (project)
Collaborative Learning	<ul style="list-style-type: none"> • Learners placed in groups or pairs for the purpose of achieving a common academic goal • Learners are responsible for one another's learning as well as their own. Thus, the success of one learner helps other learners to be successful • Does not require face-to-face interaction as collaborative learning can take place across the Internet
Cooperative Learning	<ul style="list-style-type: none"> • It is a specific kind of collaborative learning, where learners work together in <i>small</i> groups on a structured activity. They are individually accountable for their work and are responsible for helping teammates learn • Cooperative groups work face-to-face and learn to work as a team

Constructivism	<ul style="list-style-type: none"> • Founded on the premise that reflecting on personal experiences allows learners to construct their own understanding of the world • Teachers focus on making connections between facts and fostering new understanding in learners • Teachers rely heavily on open-ended questions and promoting extensive dialogue among learners • Learners encouraged to analyze, interpret, and predict information
----------------	---